



CARLISLE-FOSTER'S GROVE ELEMENTARY

625 Foster's Grove Road
Chesnee, SC 29323

GRADES PK-5 Elementary School

ENROLLMENT 626 Students

PRINCIPAL Nicha Jordan 864-578-2215

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	32	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

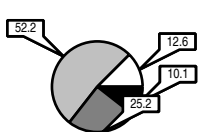
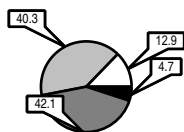
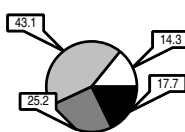
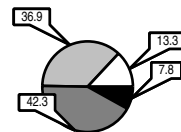
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	295	99.7	12.6	40.4	42.2	4.7	61.7	Yes	Yes
Gender									
Male	150	100.0	14.8	38.0	42.3	4.9	59.2		
Female	145	99.3	10.4	43.0	42.2	4.4	64.4		
Racial/Ethnic Group									
White	262	99.6	11.3	39.9	43.5	5.2	63.7	Yes	Yes
African-American	24	100.0	20.0	45.0	35.0	0.0	45.0	I/S	I/S
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	259	99.6	7.8	42.0	44.9	5.3	66.7		
Disabled	36	100.0	47.1	29.4	23.5	0.0	26.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	295	99.7	12.6	40.4	42.2	4.7	61.7		
English Proficiency									
Limited English Proficient	11	100.0	18.2	63.6	18.2	0.0	45.5	I/S	I/S
Non-Limited English Proficient	284	99.7	12.4	39.5	43.2	4.9	62.4		
Socio-Economic Status									
Subsidized meals	101	99.0	16.1	50.6	32.2	1.1	50.6	Yes	Yes
Full-pay meals	194	100.0	11.1	35.8	46.8	6.3	66.8		

Mathematics - State Performance Objective = 15.5%									
All Students	295	100.0	12.6	52.2	25.2	10.1	54.7	Yes	Yes
Gender									
Male	150	100.0	12.0	51.4	26.8	9.9	54.9		
Female	145	100.0	13.2	52.9	23.5	10.3	54.4		
Racial/Ethnic Group									
White	262	100.0	12.0	51.0	26.1	10.8	57.0	Yes	Yes
African-American	24	100.0	20.0	60.0	15.0	5.0	30.0	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	259	100.0	7.8	52.5	28.3	11.5	60.2		
Disabled	36	100.0	47.1	50.0	2.9	0.0	14.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	295	100.0	12.6	52.2	25.2	10.1	54.7		
English Proficiency									
Limited English Proficient	11	100.0	9.1	63.6	27.3	0.0	54.5	I/S	I/S
Non-Limited English Proficient	284	100.0	12.7	51.7	25.1	10.5	54.7		
Socio-Economic Status									
Subsidized meals	101	100.0	17.0	59.1	18.2	5.7	45.5	Yes	Yes
Full-pay meals	194	100.0	10.5	48.9	28.4	12.1	58.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	93	97.8	18.4	36.8	41.4	3.4	44.8
	Grade 4	93	97.8	16.5	49.4	32.9	1.2	34.1
	Grade 5	81	98.8	24.0	52.0	22.7	1.3	24.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	101	99.0	8.0	35.0	47.0	10.0	57.0
	Grade 4	96	100.0	14.6	43.8	40.6	1.0	41.7
	Grade 5	98	100.0	19.4	45.9	32.7	2.0	34.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	93	100.0	11.2	56.2	22.5	10.1	32.6
	Grade 4	93	100.0	11.6	53.5	27.9	7.0	34.9
	Grade 5	81	100.0	17.1	52.6	21.1	9.2	30.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	101	100.0	9.9	64.4	23.8	2.0	25.7
	Grade 4	96	100.0	10.4	49.0	27.1	13.5	40.6
	Grade 5	98	100.0	20.4	43.9	22.4	13.3	35.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 626)				
First graders who attended full-day kindergarten	88.8%	N/C	100.0%	100.0%
Retention rate	1.2%	N/A	2.1%	2.7%
Attendance rate	96.2%	Up from 95.8%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.1%		3.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.1%	3.5%
Eligible for gifted and talented	17.3%	Down from 20.7%	23.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.0%	Down from 5.7%	7.6%	8.2%
Older than usual for grade	0.8%	Up from 0.7%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	60.0%	Up from 57.1%	55.2%	51.4%
Continuing contract teachers	91.4%	Up from 82.9%	88.5%	87.5%
Highly qualified teachers**	100.0%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.0%	Down from 93.8%	88.7%	86.7%
Teacher attendance rate	94.5%	Down from 96.2%	95.3%	94.9%
Average teacher salary	\$41,499	Up 0.2%	\$42,245	\$40,760
Prof. development days/teacher	6.6 days	Down from 10.3 days	10.7 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 22.4 to 1	19.8 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 90.4%	90.8%	90.0%
Dollars spent per pupil*	\$5,002	Down 3.5%	\$5,721	\$6,044
Percent of expenditures for teacher salaries*	65.5%	Down from 68.4%	68.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school theme, "We're Wild About Learning," makes a powerful statement that reflects the commitment to learning by our students, parents, faculty, and staff. Establishing high expectations and the implementation of standards-based curriculum has been the focus in class instruction and staff development as we strive to create lifelong learners and to raise student achievement.

We have created a strong academic environment with interrelated learning experiences. Through implementation of best practices and specific programs such as Thinking Maps and Write from the Beginning, students have gained a strong foundation in the writing process. For the second time, Carlisle-Foster's Grove has been awarded the Exemplary Writing Award by the state of South Carolina. The Spartanburg Writing Project has recognized the school as an Outstanding Writing School. We were the first school to receive this distinguished award for development of an effective school-wide writing program. Emphasis on reading was supported through implementation of the 100 Book Challenge and Accelerated Reader Programs. Students kept a record of the amount of time they spent reading by documenting it in a reading log. Parents were involved by supporting reading at home as well as at school. The result of this team effort has been increased enthusiasm for reading. Students and teachers worked diligently to integrate the state science and social studies standards into the curriculum. Teachers participated in the Curriculum Calibration process to closely examine our curriculum and to assure alignment to state standards. On-going staff development sessions included training in the Six Traits, Plus One model for teaching and assessing writing. Additionally, several of our teachers shared their expertise in writing by conducting workshops for colleagues at school and at conferences.

Our students, parents, faculty and staff created a strong community spirit as evidenced by outstanding participation in special events such as PTA programs, Book Fairs, and Carnivals. Community service projects included collecting school supplies for other schools, canned goods for the needy, letters to Mobile meals, and recycling newspapers for the Spartanburg Humane Society. Families contributed generously to the American Heart association, Pennies for Patients, and the Muscular Dystrophy Association.

As we explore learning, our students at Carlisle Foster's Grove will continue to experience innovative educational opportunities and celebrate successes we can "roar about." We look forward to another rewarding and challenging "Wild About Learning" year.

Ms. Nicha Jordan, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	86	31
Percent satisfied with learning environment	82.1%	82.4%	74.2%
Percent satisfied with social and physical environment	86.2%	81.4%	77.4%
Percent satisfied with home-school relations	92.3%	88.4%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.